

SORT 7 SHORT -A VERSUS LONG -A (CVCe)

Prepare a set of pictures and words to use for teacher-directed modeling. There are 17 words and four pictures. Read and discuss any unfamiliar words, then ask your students if they notice anything about the words (they all have an *a* in them). Ask about the vowel sounds in the middle of the words. Do they all have the same vowel sound? Students might cut their own sets of words in advance to bring to the group.

Demonstrate

Introduce the short *-a* symbol and the long *-a* symbol on the headers. Be sure to include the oddball header for words that do not fit the other two categories. Provide an example of each vowel sound and model the phoneme segmentation process involved in isolating and identifying each vowel sound. Demonstrate the sorting process by saying each word and comparing it to each key word, picture, and symbol. Have your students join in as you continue to model the isolation, identification, and categorization of the medial vowel sound. After sorting a few, be sure to model the word *what* and how to decide when a word does not fit either category. Explain why *what* is an oddball; *what* is spelled like it should have a short *-a* sound but it does not: The middle sound of *what* sounds like /uh/ instead of the short *-a* sound. When you are finished sorting, ask the students how the words in each column are alike and how they are different from the other words.